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ABSTRACT

One of a series of booklets on Project CAST (Community and School Together), a community-based career education program for educationally handicapped secondary students, the guide identifies basic competencies in career development. The guide is divided into four sections according to program phase (career awareness, career exploration, career investigation, and on-the-job training). Each of the phases includes a behavioral goal statement and sub-objectives for self awareness, occupational knowledge, and job acquisition, maintenance, and termination. The guide concludes with a list of resources on the topic giving information on type of material and publisher, and a brief description. (CL)

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Division of Innovation and
Development

Objectives Guide

for

CAREER DEVELOPMENT

Project CAST

Charles County Board of Education Office of Special Education

La Plata, Maryland 20646

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Introduction

The Project CAST Life Skills Objective Guides have been developed to assist special education teachers in planning individualized education programs for high school age mildly to moderately educationally handicapped students. The set of five guides covers the math, health/science, language arts, social studies, and career development areas.

The Objective Guides identify and document basic competencies which are important to independent living. Basic academic skills are seldom presented. Users of the guides are strongly urged to seek other sources to obtain competency listings and activities for these areas.

Organization of the Guides

content area

Project CAST Life Skills Objective Guides are available for five areas: math, health/science, language arts, social studies, and career development.

unit

Each objective guide includes several life skills units. Each unit contains one general goal statement and several specific objectives.

goal statement (gs)

Each goal statement describes, in general terms, the behavioral outcomes desired for the unit.

objective

Objectives describe the competencies which should be mastered to achieve that which is intended by the "goal statement".

vocabulary

Specialized vocabulary words are provided for many units. These are some of the terms that teachers and students may need to define prior to usage.

resources

A cursory list of instructional resources are included for each content area.

Using the Guides

1. The math, health/science, social studies, and language arts guides present a continuum of objectives which should be taught from grades nine through twelve.

2. The career development guide is divided into four sections with each section matching a Project CAST program phase (Career Awareness, Career Exploration, Career Investigation, and On-The-Job Training). Students should be taught the career development objectives which match their Project CAST phase placement.

3. Although most of the objectives represent minimal competencies essential for independent living, it is not expected that all of the objectives will be mastered. Teachers will need to prioritize the accomplishment of objectives according to each student's individual needs and strengths.

4. Objectives which interrelate should be taught simultaneously.

5. Criteria and conditions for mastery of each objective should be developed on an individual basis.

CAREER DEVELOPMENT

Career Awareness

- Self Awareness 1
- Occupational Knowledge 2
- Job Acquisition, Maintenance and Termination 3

Career Exploration

- Self Awareness 4
- Occupational Knowledge 5
- Job Acquisition, Maintenance and Termination 6

Career Investigation

- Self Awareness 7
- Occupational Knowledge 8
- Job Acquisition, Maintenance and Termination 9

On-The-Job Training

- Self Awareness 10
- Occupational Knowledge 11
- Job Acquisition, Maintenance and Termination 12

Resources 13

Self Awareness

GS: *The student will identify career related abilities, capabilities, needs, interests, and habits.*

Objectives
1. The student will describe the physical conditions in which he/she prefers to work.
2. The student will identify personal habits which relate to responsibility (e.g., being on time).
3. The student will identify career related interests.
4. The student will identify personal strengths, weaknesses, interests, and capabilities.
5. The student will list career related abilities.
6. The student will identify personal needs and desires which influence career choice.

Occupational Knowledge

GS: *The student will demonstrate an awareness of a variety of occupations.*

objectives
1. The student will describe the value of work to our society. 2. The student will identify and describe reasons why people work (e.g., monetary rewards, power, self-fulfillment). 3. The student will identify a variety of occupations that are available within the community. 4. The student will describe worker roles and tasks in various occupations. 5. The student will identify abilities which are essential to successful performance in specified occupations. 6. The student will describe the importance of several occupations (worker's roles) with regard to an organizations' operation.

Job Acquisition, Maintenance, and Termination

GS: *The student will develop job acquisition, maintenance, and termination skills.*

objectives

1. The student will describe the effects of personal habits, behaviors, and attitudes on self and others.
2. The student will identify appropriate and inappropriate behaviors related to the school setting.
3. The student will demonstrate acceptable work habits, behaviors, and attitudes in the school setting (e.g., punctuality and attendance, positive response to directions and instructions, relating to peers and authority, demonstrating pride in work accomplished).
4. The student will demonstrate willingness to accept responsibility for his/her actions.
5. The student will demonstrate the ability to plan work, to carry out a plan, and to evaluate its effectiveness.
6. The student will identify general characteristics that employers seek in a job applicant.
7. The student will complete a personal data sheet.
8. The student will interview a school or community worker to gain information concerning a selected topic.
9. The student will respond to questions posed in an interview situation.

Self Awareness

GS: *The student will compare occupations or occupational groups in terms of individual needs, preferences, and capabilities.*

objectives

1. The student will compare occupations in terms of preferred work characteristics and conditions.
2. The student will compare occupations in terms of personal interests, needs, abilities, and capacities.
3. The student will describe preferred work locations (e.g., urban versus rural, close to home).
4. The student will describe the kinds of benefits desired from a job.

Occupational Knowledge

GS: *The student will demonstrate an understanding of the various contributions and requirements of specific occupations.*

objectives

1. The student will identify and describe the requirements and conditions of selected occupations, including:
   a. work settings
   b. skills needed
   c. training requirements
   d. qualifications (in addition to training) such as: experience, age, licensure, and union membership
   e. dress
   f. tasks and tools
   g. salary
   h. benefits
2. The student will list the different types of organizations in which a specific occupation may be found (for example, nurses aides may work in hospitals, nursing homes . . .).
3. The student will compare specific occupations in different settings to determine variance in the workers' roles.
4. The student will describe the contributions of various occupations to society.
5. The student will identify alternatives to paid employment.
6. The student will identify and use a variety of resources to gain occupational information.

Job Acquisition, Maintenance, and Termination

GS: *The student will develop job acquisition, maintenance, and termination skills.*

objectives

1. The student will identify the types of institutions and organizations which offer occupational training.
2. The student will describe a process for job seeking.
3. The student will identify and describe how to use a variety of resources to find a job.
4. The student will complete brief applications for employment.
5. The student will describe the purpose of a job interview, illustrating both the benefits to the employer and applicant.
6. The student will describe generally accepted attire for a job interview.
7. The student will cite general behaviors, attitudes and habits essential to successful job acquisition, maintenance, and termination.
8. The student will identify reasons why people change jobs (voluntary and involuntary).
9. The student will obtain a social security number.

Self Awareness

GS: *The student will select an occupation(s) which meets personal priority concerns.*

objectives

1. The student will identify the steps for making career decisions.

2. The student will evaluate specific occupations in terms of:
   a. personal career interests
   b. individual abilities and capacities
   c. acceptable work conditions
   d. desired qualifications (e.g., skills, training, experience, licensure)
   e. desired benefits and economic reward requirements
   f. preferred geographic location requirements

3. The student will identify priority criteria for selecting an occupation.

4. The student will select an occupation(s) which meets his/her abilities, interests, and priorities.

5. The student will develop tentative long range career goals.

Occupational Knowledge

GS: *The student will demonstrate an understanding of the characteristics of specific jobs.*

objectives

1. The student will describe requirements and characteristics of specific jobs:
   a. work hours required
   b. types and amounts of benefits
   c. union or organization membership
   d. requisite requirements (e.g., licensure, experience, education)
   e. work habits and behaviors
   f. opportunity for advancement
   g. other
2. The student will describe the contributions of specific jobs to society.
3. The student will identify the geographic areas where specific jobs are more prevalent.
4. The student will identify jobs which require similar interests, abilities, and values.
5. The student will compare specific occupations in terms of present and future occupational outlook (trends in the job market).

Job Acquisition, Maintenance, and Termination

GS: *The student will develop job acquisition, maintenance, and termination skills.*

Objectives

1. The student will compare job acquisition resources and strategies to identify the advantages and disadvantages of different methods.
2. The student will complete job applications.
3. The student will develop letters of job inquiry.
4. The student will develop a resume and/or portfolio.
5. The student will list general application procedures for different sources of occupational training.
6. The student will prepare for a job interview (e.g., questions to ask potential employers).
7. The student will respond to questions asked in a simulated job interview.
8. The student will identify the steps to take in accepting or rejecting a job offer.
9. The student will apply for a work permit.
10. The student will demonstrate work habits, attitudes, and behaviors acceptable to specific work situations.
11. The student will identify and use the appropriate steps to report illness and absence from work.
12. The student will evaluate his/her performance in work settings.
13. The student will identify and use appropriate methods for job termination.

Self Awareness

GS: *The student will develop a long range career plan.*

objectives

1. The student will describe the skills developed in school and through work experience.
2. The student will evaluate his/her performance in specified job tasks.
3. The student will identify the occupations he/she is prepared to enter.
4. The student will develop strategies to locate a desired job.
5. The student will develop tentative long range career goals.
6. The student will identify potential barriers which may alter goal attainment.
7. The student will identify alternative strategies for reaching career goals.
8. The student will develop a long range career plan.
9. The student will describe a process for revising and updating his/her career plan.

Occupational Knowledge

GS: *The student will demonstrate an understanding of the tasks, benefits, and career opportunities related to a specific job or occupation.*

objectives

1. The student will perform the tasks and duties of a specific job.
2. The student will describe the benefits of and the process for joining a union or association.
3. The student will describe the steps to take when confronted with specific problems in a work situation.
4. The student will describe horizontal and vertical career possibilities related to a specific occupation. (NOTE: horizontal = similar opportunities; vertical = advancement opportunities)
5. The student will describe the training and/or experience needed for growth in a specific work situation.
6. The student will identify the steps to take to obtain job advancement.

Job Acquisition, Maintenance, and Termination

GS: *The student will develop job acquisition, maintenance, and termination skills.*

objectives

1. The student will demonstrate use of resources and strategies to locate a job.
2. The student will apply for a specific position.
3. The student will interview for a job.
4. The student will accept or reject a job offer based upon his/her priority concerns and preferences.
5. The student will complete a W-2 form.
6. The student will identify and describe the hierarchy of authority in a specific work setting.
7. The student will demonstrate appropriate dress for a specific work setting.
8. The student will demonstrate work habits, attitudes, and behaviors acceptable to a specific work setting.
9. The student will demonstrate proficiency in a specific job.
10. The student will identify the safety regulations pertinent to a specific job.
11. The student will describe basic legal rights in relation to getting, holding, and leaving a job.
12. The student will identify resources for gaining information on employer and employee legal rights.
13. The student will revise or update his/her career "action" plan.

RESOURCES: Career Development

CAREER DEVELOPMENT

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
USING THE NEWSPAPER	cassette, filmstrip, teacher's guide	Lakeshore Curriculum Materials Company 2695 E. Dominquez Street Box 6261 Carson, California 90749	Simply shows how to use the daily newspaper for information.
SKILLS FOR LIVING UNIT 3 ON THE JOB	unit contains 150 pages of reproducible lessons, forms, worksheets, cartoons, role playing activities, performance evaluation	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 4.5 - 5.5 Humorous lessons follow Harvey Crumbaker, teenager. Leads students through the skills needed in the world of work.
GETTING A JOB	cassettes and activity sheets	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.5 - 4.5 Skills emphasized: reading want ads, filling out job applications, interviewing, work attitudes, job benefits.
KEEPING A JOB	cassettes and activity sheets	MacMillan Arts and Crafts 9645 Gerwig Lane Columbia, Maryland 21046	interest level: 7 - 12 reading level: 2.5 - 4.5 Students learn about demands of a job, helpful attitudes, common job vocabulary, reading memos, filling out forms, interpreting pay checks.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
JANUS JOB INTERVIEW GUIDE	paper bound work text: exercises and puzzles	Janus Book Publishers 3541 Investment Blvd. Suite 5 Hayward, California 94545	reading level: 2.5 15 realistic interview situations with action photos and easy to read dialogue.
JANUS JOB PLANNER	paper bound work text: self scoring inventories	Janus Book Publishers 3541 Investment Blvd. Suite 5 Hayward, California 94545	reading level: 2.0 Designed for slow readers; self scoring inventories re: work related interests, values, attitudes, preference, and experience.
MY JOB APPLICATION FILE	paper bound work text: 9 application forms	Janus Book Publishers 3541 Investment Blvd. Suite 5 Hayward, California 94545	reading level: 2.5 Students learn how to fill in information on application forms.
JANUS JOB INTERVIEW KIT	ditto masters, 30 photos (of 15 occupational clusters), job ticket book, teacher's guide	Janus Book Publishers 3541 Investment Blvd. Suite 5 Hayward, California 94545	Narratives describing student interviews in differing occupations.
ENTERING THE JOB MARKET WITHOUT SPECIALIZED TRAINING	12 cassettes	EMC Corporation 180 E. 6th Street Saint Paul, Minnesota 55101	Explores areas that permit direct entry after high school; includes: on-the-job training and apprenticeship programs in 22 occupations.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
WORK FOR EVERYONE	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	Designed for special needs students; functional reading; exercises and tests.
GETTING AND HOLDING A JOB	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	Designed for the special needs young adult getting ready to enter work. Covers information regarding fringe benefits, social security, unions, salary, federal income tax.
TEENAGERS AT WORK	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	An introduction to a work-study program for special needs students; a variety of instructional materials in English, Arithmetic, and Social Studies.
SERVICE OCCUPATIONS	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	Overview of service occupations; how to fill out applications; quiz follows easy to read sections.
LOOKING INTO THE FUTURE	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	Very simple chapters; low readability; short paragraphs about entry level jobs; questions to answer after 20 brief job descriptions.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
ENTERING THE WORLD OF WORK	filmstrips, cassettes, work books, text books	McKnight Publishing Company Box 2854 Bloomington, Illinois 61701	For special needs students; 12 units include: why work, filling out an application, how to follow directions.
LEARNING WORK RELATED SKILLS	10 cassette skill packs response booklets, guides, post-tests	Hampden Publications, Inc. Department B123 Box 4873 Baltimore, Maryland	interest level: secondary Students listen to the cassette program and receive instruction in such matters as reading ads, time in, time out, where the money goes.
HOW TO GET THAT JOB	multi-media kit: sound film strips, records or cassettes, teachers guide	Bowmar Publishing Company 4563 Colorado Blvd. Los Angeles, California 90039	Designed for vocational students; specific procedures to follow in seeking the right job; background for employment.
JOB SURVIVAL SKILLS: PROGRAM FOR INDEPENDENT LIVING	multi-media: sound film strips, gaming board, written exercises, leader instruction manual	Singer Education Division Career Systems 80 Commerce Drive Rochester, New York 14623	interest level: high school Job seeking and job survival skills; 42 activities in 15 units .
PEOPLE AND WORK SERIES	9 unit modules: 15 illustrated reading books, 15 skills packages, 1 audio conversion tape, 1 teacher's manual	Melton Book Company 111 Leslie Street Dallas, Texas 75207	reading level: 2.9 or below interest level: mature P Series: preparing for work, decision making, how do you learn?, gaining friends, marriage, on your own, self-concept, your image, interviewing.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
READING SKILLS PROGRAM: REAL PEOPLE AT WORK	15 modules: work books, read-a-long cassettes, cross reference wall chart, teacher's resource guide	Changing Times Education Service Department SLMM 1729 H Street, N.W. Washington, D. C. 20006	reading level: 2.0 - 8.0 Senior high remedial and developmental; high interest; word recognition, reading comprehension, critical and creative reading.
AWARE: ADULT READING AND WRITING EXPERIENCES	task oriented skill building kits with cassette guided lessons	McGraw-Hill Book Company 1221 Avenue of the Americas New York, New York 10020	reading level: 2 - 9 interest level:13 years to adult Components include: shopping for groceries, getting a job, on the job. For special needs students.
VOCATIONAL READING RESOURCE KIT	20 work books, 2 cassettes, 2 color film strips, 8 dittos, teacher's guide	Educational Activities, Inc. Box 392 Freeport, New York 11520	interest level: junior high to adult reading level: 3.0 Humorous, high interest, low vocabulary paper books give information about job hunting and keeping a job; ditto activities: job applications, want ads.
HOW TO WRITE YOUR SELF UP	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	low vocabulary level Chapters on letter writing, applications, data sheets, forms.

MATERIAL	TYPE	PUBLISHER/CATALOG	DESCRIPTION
CROSSROADS: HOME ECONOMICS AND THE WORKING WORLD	film strips, cassettes, spirit masters, program guide	Prentice-Hall Media 150 White Plains Road Tarrytown, New York 10591	interest level: high school A career focus directly associated with home economics: foods and nutrition, home management, personal management.
BANKING, BUDGETING, AND EMPLOYMENT	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	Designed for special needs students. Work text presents simplified terms and procedure for banking, budgeting, and employment.
APPLICATION FORMS	work text	Frank E. Richards Publishing Company, Inc. Box 66 Phoenix, New York 13135	Step-by-step approach to learning how to fill out employment applications, forms, to follow directions.

19